We are a leading Canadian university for students seeking an interdisciplinary, problem-oriented environmental education, so my responsibility is to maintain areas of quality and to help improve where I can. My vision is that our environmental curriculum reaches every UW student and that our own graduates lead environmental change as a result of the work-integrated, experiential, supportive and quality education we provide.

I have been on a steep learning curve over the past ten months, and report here on my areas of activity and priorities moving forward consistent with the UW and Faculty Strategic Plans. My portfolio is broad (including tasks split among three Associate Dean-Undergrad in the large faculties), so in several areas listed below I rely heavily on regular interactions and excellent work from Co-operative Education & Career Action (CECA), Marketing and Undergraduate Recruitment (MUR), the Registrar’s Office (RO), and the Student Success Office (SSO). I thus emphasize my more ‘personal’ priorities with asterisks.

Importantly, I am here to support the units in reaching their objectives. I would be more than happy to discuss your ideas for how we can work together to further the undergraduate agenda in our Faculty.

A. RECRUITMENT
We are in a new era of funding with not just a new UW Budget Model but a corridor-based funding model (and Strategic Mandate Agreement) with the province. There is low impetus for further growth, though given demographic trends we will have to work to maintain our domestic enrolment – even as we reach abroad.

I will continue to work with MUR (and the incoming manager of strategic enrollment) to further analyze challenges/opportunities for our Faculty. Here are my priorities:

1. *Broaden sustainability education at UW
   With the release of the UW Sustainability Strategy (and Policy 53), we have a wonderful opportunity to expose a broader range of UW students to sustainability (which doubles as an internal recruitment mechanism). I will first develop a service-teaching strategy so we have a better plan for how to reach undergraduate students across campus with appealing and influential interdisciplinary and environmental courses. Second, I will contribute to staffing and developing a ‘sustainability fundamentals’ course as the first step in my aim to introduce a sustainability minor/option for UW students.

2. Explore new markets
   In the short-term, as with other North American universities, we need to broaden our base beyond China. Canada-sourced visa students are a key group and the easiest to reach, but we are also planting seeds in potential markets in the U.S. and further abroad that are beginning to bear fruit (see Figure 1).

3. Develop high school outreach plan
   In the longer-term, we need to continue to grow our reputation among Canadian high-school students. I am exploring ways to expand the Ecology Lab-hosted “Envirothon” and to grow our outreach.

B. CO-OP AND EXPERIENTIAL EDUCATION
Work-integrated and experiential education form a key plank in our educational mandate. These experiences can provide some of the most fulfilling memories in an undergraduate degree. My priorities are as follows:

1. Increase student involvement in work-integrated learning
   Our overall co-op employment rate is ~96%, though this varies among programs and it is lower for first work terms. As a member of the Co-operative Education Council and the de facto AD-Co-op, I have been involved with consultation and implementation of evolving opportunities for student’s work-integrated learning, namely co-op 2.0 (including certificates and flexible work terms) and EDGE (the experiential education certificate). I will continue to represent our students and Faculty to develop these initiatives.

2. *Improve student reflection
   In response to long-standing concerns about the efficacy of work-term reports, Jeff Casello struck a working group on student reflection that proposed better methods that can be integrated into an online e-portfolio for our students. Unfortunately, the software recommended therein has not been available, though I have been involved with developing an RFP for a solution, Pebblepad, which is currently under
excellent staff across campus
Thanks to Jean, knowledge who does so much
I am grateful for the support I’ve received from so many of you over the past year. Carol is a treasure trove of knowledge who does so much to assist our Faculty and our students; it’s been wonderful to work with her.

C. STUDENT EXPERIENCE AND SUCCESS
We can support our students in many ways, though some of my foci, in cooperation with the SSO, St. Paul’s Living Learning Centre, and others, including improved transition into university (and skills training within intro courses), student space, awareness/support for mental health, integration/support for int’l students, and 4th-year experiences. I am also keen to ensure that we have adequate advisory support for our students.

D. OUTSTANDING ACADEMIC PROGRAMMING
Our faculty are committed to high-quality teaching. Our curricula must be well-designed to ensure solid domain-specific knowledge and core competencies. Among other areas, here are my priorities:
1. Ensure communication competency being met
   As a member of the Steering Committee, English Language Competency Initiative (SCELCI), I have convened an ENV group that is meeting to compare, assess and improve our communication courses.
2. *Ensure continuity and complementarity of ENVS courses
   Jean and I are committed to ensuring that regular faculty/lecturers will teach our key ENVS courses. I will also be working with instructors to ensure the courses are effective (e.g., ENVS131 for communication), complementary (e.g., ENVS195-200), and form adequate pathways (e.g., ENVS178-278 for statistics).

E. ACADEMIC INTEGRITY AND POLICY
- The Office of the ADUG regularly deals with issues of academic integrity (as well as all issues related to Policy 33, Policies 70-72), including ~70 cases in fiscal 2016-17. In the interests of prevention, I am working with the SSO and others on ways to decrease plagiarism and other violations of AI. I am also streamlining the process for faculty to report/resolve AI violations.
- I am involved with diverse efforts to clarify/improve policy related to UG matters, including updates to our calendar through the UGSC and ongoing campus-wide review of UG policies and procedures with the other ADUGs (through the Undergraduate Operations Committee and Senate Undergraduate Council).

F. THE ECOLOGY LAB
The Ecology Lab supports lab and field activities, courses, projects, and outreach initiatives. This past year it supported over a dozen ENV courses (totaling 1,200 students), 23 workshops for ENV students (over 300 attendees) and high school outreach programs (over 1,000 students through WCEAC, Envirothon, and others). Highlights include: renovating EV1-136 lab, developing the Field Trip Safety guidelines, conducting tree census in UW Urban Forest, improving the naturalized gardens, and teaching a Plants of Ontario course.

G. THANK YOU
I am grateful for the support I’ve received from so many of you over the past year. Carol is a treasure trove of knowledge who does so much to assist our Faculty and our students; it’s been wonderful to work with her.

Jeff, Christina, Anne Galang, Anne Grant, the Admin team, the other ADUGS, and many excellent staff across campus for their assistance and support. Thanks to all of you for your daily dedication to our students that makes the job as ADUG meaningful.
A. The number of visa applications to ENV (for 1A and 1B, so not including 2+2).

B. The number of visa applications from India.

The number of visa applications has grown dramatically over the past five years, with the number from India being a recent ‘success story’ as a result of campus-wide efforts to recruit there. In fact, for the Fall 2016 admission cycle, India had one-third the number of applications as China, yet ‘outperformed’ it in terms of actual registrations. Although the number of ‘confirmation’ is growing more slowly, these trends will present both new challenges and new opportunities (see ‘internationalization’ above).